

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature - Key Ideas and Details – Students will:*

<p>2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards for Literature - Key Ideas and Details – Students will:***

<p>3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Literature – Craft and Structure – Students will:***

<p>4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. [RL.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards for Literature – Craft and Structure – Students will:***

<p>5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. [RL.5.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Literature – Craft and Structure – Students will:***

<p>6. Describe how a narrator’s or speaker’s point of view influences how events are described. [RL.5.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:*

<p>7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). [RL.5.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Literature – Integration of Knowledge and Ideas – Students will:*

<p>8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. [RL.5.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards for Literature – Range of Reading and Level of Text Complexity – Students will:*

<p>9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RL.5.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Informational Text – Key Ideas and Details – Students will:*

<p>10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RI.5.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards for Informational Text - Key Ideas and Details – Students will:*

11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

### *Reading Standards for Informational Text - Key Ideas and Details – Students will:*

12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 5 topic or subject area</i>. [RI.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards for Informational Text – Craft and Structure – Students will:***

<p>14. Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards for Informational Text – Craft and Structure – Students will:***

15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. [RI.5.6]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

***Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:***

16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [RI.5.7]	Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):	
Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:	Portions of the standard that are missing or not well developed in the instructional material (if any):	<b>Rating:</b> _____ 2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:*

<p>17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards for Informational Text – Integration of Knowledge and Ideas – Students will:*

<p>18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards for Informational Text – Range of Reading and Level of Text Complexity – Students will:***

<p>19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently. [RI.5.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:***

<p>20. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Reading Standards: Foundational Skills – Phonics and Word Recognition – Students will:*

<p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Reading Standards: Foundational Skills – Fluency – Students will:*

<p>21. Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>a. Read on-level text with purpose and understanding. [RF.5.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Reading Standards: Foundational Skills – Fluency – Students will:***

<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards: Text Types and Purposes – Students will:***

<p>22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. [W.5.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Writing Standards: Text Types and Purposes – Students will:*

<p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. [W.5.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Writing Standards: Text Types and Purposes – Students will:*

<p>b. Provide logically ordered reasons that are supported by facts and details. [W.5.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards: Text Types and Purposes – Students will:***

<p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [W.5.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards: Text Types and Purposes – Students will:***

<p>d. Provide a concluding statement or section related to the opinion presented. [W.5.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards: Text Types and Purposes – Students will:***

<p>23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards: Text Types and Purposes – Students will:***

<p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. [W.5.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Writing Standards: Text Types and Purposes – Students will:*

<p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Writing Standards: Text Types and Purposes – Students will:*

<p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [W.5.2c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards – Text Types and Purposes – Students will:***

<p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Text Types and Purposes – Students will:***

<p>e. Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>25. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 22-24 above.) [W.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>26. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of the first three Language standards in Grades K-5). [W.5.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards – Production and Distribution of Writing – Students will:***

<p>27. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [W.5.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [W.5.7]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>29. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [W.5.8]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>30. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.5.9]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>a. Apply Grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]” ). [W.5.9a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Writing Standards – Research to Build and Present Knowledge – Students will:***

<p>b. Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]” ). [W.5.9b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

## TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)

### *Writing Standards – Range of Writing– Students will:*

<p>31. Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of discipline-specific tasks, purposes, and audiences. [W.5.10]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

### *Speaking and Listening Standards – Comprehension and Collaboration – Students will:*

<p>32. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly. [SL.5.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>b. Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>33. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Comprehension and Collaboration – Students will:***

<p>34. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. [SL.5.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>35. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>36. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Presentation of Knowledge and Ideas – Students will:***

<p>37. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 38 and 40 for specific expectations.) [SL.5.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.5.1]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Conventions of Standard English – Students will:***

<p>c. Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Conventions of Standard English – Students will:***

<p>d. Recognize and correct inappropriate shifts in verb tense.* [L.5.1d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Conventions of Standard English – Students will:***

<p>e. Use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Knowledge of Language – Students will:***

<p>39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers)::</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Conventions of Standard English – Students will:***

<p>a. Use punctuation to separate items in a series.* [L.5.2a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Knowledge of Language – Students will:***

<p>b. Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard 1 - Partially Meets Criterion for Standard 0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Conventions of Standard English – Students will:***

<p>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Conventions of Standard English – Students will:***

<p>d. Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers)::</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Conventions of Standard English – Students will:***

<p>e. Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers)::</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Knowledge of Language – Students will:***

<p>40. Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers)::</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Speaking and Listening Standards – Knowledge of Language – Students will:***

<p>a. Expand, combine, and reduce sentences for meaning, reader or listener interest, and style. [L.5.3a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Speaking and Listening Standards – Knowledge of Language – Students will:***

<p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [L.5.3b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [L.5.4]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>a. Interpret figurative language, including similes and metaphors, in context. [L.5.5a]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard                  1 - Partially Meets Criterion for Standard                  0 - Does Not Meet Criterion for Standard</p>

**TEXTBOOK REVIEW FORM – ENGLISH LANGUAGE ARTS – GRADE 5 (STANDARDS)**

***Language Standards – Vocabulary Acquisition and Use – Students will:***

<p>43. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6]</p>	<p>Documentation of how the standard is met. Cite examples from the material (chapter and page numbers):</p>	
<p>Indicate the chapter(s)/unit(s), section(s), and/or pages reviewed:</p>	<p>Portions of the standard that are missing or not well developed in the instructional material (if any):</p>	<p><b>Rating:</b> _____</p> <p>2 - Meets Criterion for Standard          1 - Partially Meets Criterion for Standard          0 - Does Not Meet Criterion for Standard</p>